

C R I M E

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Spirit Week strong

The week of Apr. 7 to Apr. 11 began with people coming to school in pajamas and ended with students clad in red and white. Other days students dressed incognito, Hawaiian, and one day, Shakerites saluted mistakes by wearing any "mistake clothing" they could find.

"Spirit week was fun, but not enough people participated in it to make it as beneficial or as positive as it could have been," said senior Pete Ludwick.

There were also activities planned for after school. On Wednesday there was a "mistake smashing," where old records such as "Kiss" and "Village People" were destroyed. On Thursday, over 30 teams of six people participated in a volleyball tournament, which was catered by Tony Roma's Ribs.

The week ended with a toga dance at the school in which Student Council Treasurer Tim Khayat commented, "What a great ending for a great week."

Ten place at History Day

Ten Shaker entries placed at the regional competition of National History Day, held at Cuyahoga Community College on Apr. 12.

The winners from Shaker will participate next month at the state competition to be held at Case Western Reserve University.

Group performance winners are Rebecca Bowen, David Ernst, David Glenn, Steven Michel, and Terri Weissman, first place; Elena Anderson, Katie Bond, Veronica Johnson, and Elizabeth Meadows, second place; and David Clemons, Susan Duarte, and Matt Weinstock, third place.

Winners in individual performance are Rebecca Frank, first place; and Charan Devereaux, second place.

Historical paper winners are Michael Lee, first place; Renee Romano, second place, and David Shorrock, third place.



A winning volleyball team scores during Spirit Week.

HURWITZ

In the group project category, Jennifer Bellon, Jordan Herman, and Cheryl Schultz won first place; and in media, Michael Galvin, Ari Kelman, and David Wain placed second.

The first and second place winners at the state competition will travel to the University of Maryland in June to compete at National History Day.

Scores add up

Shaker placed first among all of the 511 participatory Ohio schools while five Shaker seniors and juniors were among the top 100 Ohio participants of the 29,648 competitors in the annual statewide American High School Mathematics Examination.

540 Ohio Students earned the Ohio Certificate of Superior Achievement in Mathematics. Of these 540, five Shaker students were in the top 100. They were Michael Lee who ranked seven; Steven Rosenberg, nine; Matthew Schnall, 87; and Brian Taylor, 98.

Editors take over

The Shakerite staff for 1986-87 has been chosen! More than twenty-five applications were received for only fourteen editing and managing positions.

The new editors and managers to be are Kristan Schiller, editor-in-chief; Michael Lee, managing editor; David Ammons and Michelle Brode, news editors; David Heller, editorial editor; Sara Levine, focus editor; Amy Hanson, feature editor; Peter Nagusky, sports editor; Peter Routman, copy editor; Elise Hurwitz, photography editor; Juli Alfred, research consultant; Jodi Fanaroff, design and layout editor; Laurie Rosenthal, graphic artist; Jeff Edelman, business manager; Jon Salkin, advertising manager; Laurie Friedman, circulation and exchange manager; Cliff Gyves and Bill Blunden, cartoonists.

The new staff will produce the final issue of this year.

Key to success

On March 19, 95 seniors were awarded Scholarship Keys for maintaining grade point averages of 3.5 or above over seven semesters, and 71 seniors were awarded Principals Achievement Certificates for accumulation grade point averages between 3.0 and 3.5.

Students received the awards at an assembly in their honor. Speakers included Dr. Peter Horoschak, Superintendent of Schools, Barbara Gray, president of Shaker Heights Board of Education, Principal C.A. Zimmerman, and Shaker graduates Andrew Borowitz, and Janet Antoine Lumpkin.

Lumpkin spoke first, about the differences between high school and college life, and Borowitz followed with remarks about underwater farming, the importance of good grooming, and proper dating etiquette. Borowitz, a television comedy writer, flew back to Hollywood immediately after his speech.

Shaker musicians performed for the seniors and their parents during the program.

Gold Scholarship Key Awards were presented to: Martha Aristizabel, Kimberly Arnstine, Brian Ballou, Darin Bartram, Jodi Beeman, Sarah Bell, Amy Berger, Joan Berger, Kyle Bettigole, Ellen Bjerklie, Janet Blair, James Bloomfield, Lara Bogomolny, David Bond, Robert Bordonaro, Jonathan Brickman, Eric Brown, Benjamin Burge, Matthew Burry, Deborah Challenger, Martin Chang, Kenneth Chavinson, Amara Cohen, Lawrence Cohen, Rachel Cowan, Anne Coyle, Margaret Davies, Joshua Davis, Sarah Doll, Kyle Dreyfuss, Jacco Duinvenvoorden, Kenneth Edelman, Caitlin Fitzsimmons, Stuart Friedman, Alan Fuente, Robert Garda, Sanjoy Ghose, Kenneth Gibson, Jonathan Glick, Amy Goldstein, Karin Goodger, Gillian Gray, Marc Greenberg, Tamara Harpst, Jonathan Hill, Joni Johnson, Michael Keefer, Jennifer Kelly, Michael Kelsen, Jaber Kahn, Kevin Khayat, Eric Kopf, Elke Kreibohm, Marjorie Landever, Tracy Lim, Cheryl Mackey, Pamela Malkoff, Lee Mars, Laura Meckler, Anita Menesse, Elizabeth Mercer, Susan Metzger, Amy Miller, Diana Miller, Pamela Mitchell, Andrew Mueller, Gary Murphyl, Andrey McDowell, Tue Nguyen, Lilach Nir, Kirsten Peterjohn, Catherine Phipps, Daniel Pollina, LaMoyne Porter, Karen Rauch, Robert Rhodes, Karla Rice, Katherine Richmond, Michael Rie, John Robertson, Renee Romano, Steven Rosenberg, Susan Rosenzweig, Kathleen Samsot, Matthew Schnall, Michael Shapiro, Emily Sheperd, David Shorrock, Dana Sidney, Sherwood Silliman, Stephanie Sogg, Scott Spring, Lisa Strauch, Brian Taylor, Tracy Thomas, Maureen Toohey, and Corina Van Glabbeek.



New editors are ready to take over.

HURWITZ



James Wolpaw tells it like it is.

Shaker grads share successes

Independent film maker James Wolpaw, 1966 Shaker graduate, presented his award-winning film, "Keats and His Nightingale: Blind Date," to Shaker students on Apr. 11.

The film examines John Keats' poem, "Ode to a Nightingale," through the interpretations of pop singer John Sebastian, poet Robert Goring, psychiatrist Drew Selby, critic Helen Vender, four beer-drinking hockey fans, a nurse, and a man in a park.

Wolpaw's film recently won an Academy Award nomination for Documentary Short Subjects. According to one reviewer, the film "does for Keats and poetry what 'Amadeus' did for Mozart and classical music." The film has also been praised as "original and unique," and "neat, sharp, and extremely amusing."

After the film's presentation, Wolpaw briefly discussed the making of his film and answered students' questions. Said Wolpaw, "What surprises me most is that the people who like the film best are people who don't like poetry."

On Apr. 8, CBS correspondent and 1948 Shaker graduate Marlene Sanders spoke to Shaker students about career opportunities in broadcast journalism.

Sanders answered students' questions on issues ranging from terrorism to bias in the media.

Currently on general assignment at

the CBS News Northeast bureau in New York City, Sandra anchors late-night weekend editions of "Newsbreak" and regularly anchors broadcasts on the CBS Radio Network.

Sanders won Emmy Awards in 1981 for her work in the CBS documentary "Nurse, Where Are You?" and in 1980 for "What Shall We Do About Mother?" More recently, Sanders was elected by The Society of Professional Journalists, Sigma Delta Chi, as a "Fellow of the society," the organization's highest distinction. In 1984, New York governor Mario M. Cuomo named her as one of twelve "Empire State Women of the Year."

Seniors achieve finalist status

Shaker has 12 National Merit Finalists, and two National Achievement Finalists this year. All are seniors.

Finalists were chosen based on an essay, application, and SAT scores. The students were designated as National Merit or Achievement Semi-finalists earlier this year, based on their PSAT scores.

Anyone who takes the PSAT is eligible to be a National Merit Finalist and win Scholarship money. Black students are eligible for the National Achievement Program.

The National Merit Finalists are: Lara Bogolmony, Matthew Burry, Joshua Davis, Stuart Friedman, Jonathan Glick, Elizabeth Mercer, John Robertson, Steven Rosenberg, Matthew Schnall, Sherwood Silliman, Stephanie Sogg, and Brian Taylor.

In addition, several Shaker students received scholarships. Steven Rosenberg, Matthew Schnall, and Brian Taylor were each recipients of a \$2000 National Merit Scholarship. Stuart Friedman also received a Merit Scholarship, sponsored by Sohio.

Shaker's two National Achievement Finalists are Kenneth Murray and Audrey McDowell. Murray was awarded a Sohio Achievement Scholarship, and McDowell received a \$2000 National Achievement Scholarship. They were presented with special awards at a recent School Board meeting.

Shakerite dominates

"The Shakerite" was recently awarded a first place standing in the All-Newspaper Contest, sponsored by the Northeastern Ohio Scholastic Press Association and held at Kent State University on March 19.

The categories were divided according to school population. "The Shakerite" won in Category A, which included schools of 2,000 students or more. Newspapers were judged on the quality of their reporting, layouts, and photography. "The Shakerite" was awarded 50 bonus points for changing its format in January.

Certain members of "The Shakerite" staff were also recognized at the contest. David Heller, Michael Lee, Alison Little, and Renee Romano earned second place in the category of "In-depth Reporting" with their work on the drugs focus of the January issue. Renee Romano, assisted by the

editorial staff of Kim Arnstine, Michael Kelsen, Kevin Khayat, and Beth Mercer won second place in the "Editorial" category for their article on the absence of a drug rehabilitation program at Shaker. Third place was given to Michelle Brode for her article on Young Americans for Freedom in the "Non-news Feature" category. An honorable mention went to Cliff Gyves for an editorial cartoon.

High school newspaper staffs throughout Ohio attended the workshops on topics ranging from "Careers in Journalism" to "Press Rights and Ethics" to "Publicity and Entertainment." Many speakers were graduates of the Kent State University School of Journalism and now work for such places as "The Plain Dealer," "The Akron Beacon Journal," and the Richfield Coliseum.

Problems probed

On April 18 a delegation representing the Union of Soviet Socialist Republics visited the high school and answered students' questions.

The delegation consisted of Major General Alexi Gorlinsky, Colonel General Ivan Kayshkin, Major General Alexander Olshansky, a Soviet reporter, a professor of economics, the deputy director of the Soviet War Veterans Committee, a tank captain, and a lieutenant. They are in the United States to commemorate the fortieth anniversary of the historic U.S.-Soviet Elbe River rendezvous during World War Two.

In 1945, U.S. army forces marching eastward met with Russian army forces marching westward at the Elbe river in East Germany. All eight Elbe veterans took an oath forty years ago to seek peace, prevent war, and promote understanding between the two countries.

During the session, the delegates discussed the need for an arms

control summit, encouraged students to visit the Soviet Union, and criticized the U.S. bombing of Libya.

After their stop in Cleveland, the delegation plans to travel to Detroit, Chicago, Dallas, and Washington D.C., where they hope to meet Vice-President George Bush.

Foreign students speak out

Following the U.S. bombing of Libya on April 14, only two American allies supported the raid, while others denounced it. Some of Shaker's foreign students voiced their concerns about international terrorism. Like the rest of the student body, they expressed mixed feelings toward the attack.

Lilach Nir, from Israel, said, "It was needed. Since the U.S. plays such a big role in world relations, I do not feel that the attack was simply an ego trip of Reagan's, but that it may cause the terrorists to rethink their purpose."

Frederick, an exchange student from France, also supported the Libya bombing, but expressed disappointment that the French government refused to take part in the operation.

"I think the bombing is good, I agree with it. It's the only way Khadafy will understand. I think le gouvernement Francais isn't strong enough. It gives in to terrorists."

Other students, however, were critical of the raid. Weibke Meissner, of Goslar, West Germany, questioned U.S. intentions and worries about terrorist reprisals.

"I think Reagan is just trying to get rid of Khadafy, and not really fighting terrorism. I talked with my mother in Germany, and she's afraid because I will be flying home on an American airplane," said Meissner.

Tim Schmutzler, also of Goslar, stated, "Once the U.S. crossed the line of death, Reagan reached a point of no return."



Marlene Sanders visits home turf.

HURAWITZ

Marcos...another Louis XVI?

A close look at the ousting of President Ferdinand Marcos reminds us of the French Revolution almost two centuries earlier. Both intemperate leaders, Louis XVI and Ferdinand Marcos showed little concern for their people. In turn, a restless and discontented lower class, boiling after long years of oppression, rose up in rebellion. The most shocking parallel of all, however, is the enormous amount of wealth accumulated by both aristocratic regimes.

The Marcoses accumulated vast amounts of wealth, ranging from \$5 to 10 billion (the Philippine government's 1985 budget is only \$3.1 billion), to at least \$88.7 million invested in banks abroad. Ferdinand Marcos has vast holdings in the United States, including a Manhattan shopping complex, and a Long Island mansion worth approximately \$350 million. Imelda Marcos would probably make Marie-Antoinette look like a beggar. According to one document, she spent \$411,746 in purchases of jewelry, including one 519-carat sapphire. She also cultivated an immense wardrobe, encompassing several thousand pairs of shoes.

The Marcos' government extorted kickbacks from U.S. and Japanese companies doing business in the Philippines. Corporations such as

Westinghouse Electric paid \$17 million over a ten-year period to a Marcos crony, the head of a construction company, to help obtain a contract for the first Philippine nuclear power plant. Apparently, Westinghouse was unaware that the money was going into Marcos' pockets.

It was reported that the Marcos government embezzled U.S. funds intended for the military. Marcos bought luxury helicopters for himself, claiming that they would be used for combatting a guerilla insurgency. Had these funds been used properly, the Philippine government might have defeated the Communist New People's Army, which grew from a ragged group of persons to 15,000 strong in recent years.

It is surprising that Ferdinand Marcos and his family were able to escape unscathed as they did. When one contrasts the outrageous wealth in the Malacanang Palace to the peasants struggling not far away, one would think a bloody regime would have superseded Marcos, plunging him and his family into ignominious depths. The transition, to Filipinos, was peaceful (for once) with Corazon Aquino stressing non-violence and the Marcoses escaping quietly in the middle of the night. They should be grateful they did not suffer the fate of Louis and his wife—the guillotine.

Closed campus: wrong step

Closed versus open campus. As the debate rages on, students wonder if Shaker will become a school with a ghetto mentality next year.

The reasons for considering a closed campus are deeper and more troubling than litter on a few lawns. The real reasons are serious attendance and discipline problems. Closed campus would be an administrative attempt to crack down.

The question then is how effective would locked doors, more hall monitors, and mandatory study halls be in solving our problems?

Part of the answer lies in failed attempts to crack down. For example, Saturday school is arbitrary and ineffective. Many students slip by, and there is little consistency in who is punished or why.

Computerized attendance has compounded the problem with its inconsistency. Cuts and absences often aren't recorded or followed up on.

Hall monitors are another unsuccessful disciplinary measure. Halls may be clearer this year, but student-faculty relations have become strained and even hostile. Monitors allow certain students by, while harassing others. Students too

are more likely to provoke and pester teachers this year.

Administrative "crack-downs" fail because they are punishments, an ineffective method of changing behavior. Students perceive the new rules as arbitrary and unfair, causing a general feeling of persecution.

Before deciding to opt for a closed campus next year, the administration should take the advice of the Citizen's Council for Ohio Schools, which reports that solutions to attendance and discipline problems can only occur when, "rules are clear to everyone in the school; they are believed fair; and they are perceived to be fairly applied."

Aside from fairer rules, the best way to deal with disciplinary or attendance problems is to adopt a system of positive reinforcement, where students are rewarded for good behavior. Granting senior project privileges to seniors with no cuts and fewer than seven absences is a good example. Why not reward all students for good attendance and disciplinary records?

Closed campus would be another step in the wrong direction. Why not try to create a caring and positive school environment next year?



Candid Quotes

Q: What would you do if you saw a criminal act taking place at Shaker?

(Would you ignore it, report it, or warn the criminal?)



1. Shana Mather Grade 9

"I would be insecure to actually go to the principal and tell them what I saw. I would tell it to my friends first. But if you tell somebody it ruins the person's reputation. Then, the whole group would turn against you. You wouldn't risk your identity unless it was a major crime."



3. Kelly Knight Grade 11

"It would depend on the crime. If someone was physically attacked, I would get help immediately. If someone was breaking into someone else's locker, I would probably ignore it."



2. David Adrine Grade 10

"I would tell someone immediately (teacher, janitor, staff). Then, I would tell my friends. I would also be willing to admit that I saw it."



4. Jacco Duivenvoorden Grade 12

"I would report it to the authorities. And, depending on the size of the person, I might even do something about it."

the Shakerite

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Letters Policy

The Shakerite is open to all letters to the editor provided they are signed. They will be subject to editing. Letters that are concise and to the point will receive preference.

Advertising Policy

Advertisements will be accepted for \$4.25 a column inch or \$4.00 per column inch if the ad is six column inches or larger. For additional information, call 821-1400 ext. 238.

Letters

Dear Editor:

We have the rest of our lives. Or do we?

Maybe you have it all. Even the drinking problem.

You're paying a big price for your "fun," and the price gets higher everytime you lift that glass. Because if you have a drinking problem, "just a few drinks after school" is a few drinks too many. Even if they're just to relax. Even just a couple of beers at a party can become part of a deadly formula. Right now you can still make it to school everyday. Sort of. You're still functioning. Sort of. But what happens when you get into your car?

Is the clock ticking on our lives because we teens think death is so far away?

We think we can handle it. We can hold our liquor. We can handle our drugs. It's part of being grown-up.

But what happens the day when we're out of control? Drinking plus driving equals death. If we're so grown-up, why don't we realize this?

It's time to take a stand. We teens are against drinking and driving. We don't want to die. We want to live.

Isn't it about time we proved to ourselves and our community that we do care? As the chairman of Shaker Students Against Drunk Driving, I am personally urging all students not to drink and drive. Don't get into a car if the driver has been drinking, and don't show off. Life is better than death.

Remember, we are not fighting against you, we are fighting for you. We are fighting for the lives of the innocent. My grandfather was killed by a drunken driver. Who's next?

Is one drink...really worth a life?

Marjorie Landever

Dear Editor:

I would like to thank you for your excellent coverage of hunger issues in your paper, especially the viewpoints expressed in the sections concerning student activism. I would like to tell you about a few more accomplishments and future events related to world and local hunger.

SEEH gained recognition for its efforts to feed the hungry in Cleveland through its winter fundraisers. They sent \$550 to the Hunger Task Force in January.

Several Shaker students including Rowly Brucken and David Bond wrote letters to Rep. Louis Stokes, asking him to support emergency efforts aimed at improving the agricultural output of African

nations. As a direct result of these and other letters from political activists, Stokes is introducing a bill in Congress concerning this issue.

Plan to walk or jog to end hunger on June 8. The Shaker Hts.-Cleveland Hts. Walk for Mankind will be a 15 kilometer event to fund project concern, an organization that sets up primary health care clinics in the US and around the world to make sure that children do not die of diseases that can be prevented, such as measles and polio. Free pizza and drinks will be provided by Domino's Pizza. For more information, please contact me.

Thanks again for your support of SEEH activities.

David Bond

Were we right about Libya?

YES

by Michael Kelsen

After intercepting a radio transmission from Tripoli to the Libyan embassy in East Germany, Khadafy's role in the Berlin disco bombing was confirmed. With punitive economic and diplomatic measures made impossible by the intransigence of our European allies, a military response was our only option.

We could no longer look the other way in the face of the murderous violence perpetrated by Libya. To turn the other cheek is to send the message to outlaw regimes that they may continue to terrorize the Western world.

Terrorists are nothing more than criminals. They all too often enjoy the status of soldiers with a legitimate purpose. To deny that we should strike at terror is to deny that we should strike at crime.

The only language the terrorist understands is that he espouses when he executes innocent civilians—brute force. To elevate these international hoodlums by professing that we should engage them in some sort of rational dialogue (which they have refused to do anyway), is, at best, naive.

Our strike against Libya sent a powerful message to the world terrorist community and their leaders, Assad and Khomeini. They now understand that the price for instigating violence is a high one. As a result of the raid, they may think twice before they murder and maim. International terror can no longer run rampant with impunity.

NO

by Kevin Khayat

The United States' recent attack against Libya was a premature act that threatened world peace.

A world superpower has the responsibility to promote and secure peace and avert war. To bomb and destroy Libya drops the U.S. down to a level with fanatics like Col. Moammar Khadafy.

The U.S. made no attempts to discuss terrorism or the support thereof with Khadafy or any other alleged backers. Diplomacy should be the number one priority in keeping peace. When it comes to foreign affairs, the Reagan Administration must be stubborn, lazy, or both.

Chief advocates of the raid contend that intelligence found "unrefutable" evidence that Libya was behind the bombing of a Berlin nightclub which killed an American serviceman and a Turkish woman. Where is that proof? If it's so "unrefutable," why has the government withheld it from public observation?

Certainly, can't the U.S. take a hint? When only one country offers very limited support of the mission (Britain approved the use of England-based U.S. bombers), and another chief ally, France, refuses the use of its air space, a message is being sent to the U.S. from the rest of the world: Don't start any trouble.

Is national pride so threatened that we must murder scores of innocent civilians and make hundreds more homeless just to prove our military prowess to the rest of the world? They already know it, and that's why they march down city streets everywhere in protest.

Besides, what proof is there that this will not incite more terrorist attacks against Americans? Zero.

Cheers

CHEERS...to Michael Lee for being chosen as one of three high school soloists with the Suburban Symphony. He is a violinist.

CHEERS...to Lee Mars, Michael Kelsen, and Eric Brown for being Shaker's representatives in the Physics Band Competition.

CHEERS...to Phalon Bass for making the East-West All-Star basketball game played on Apr. 18.

CHEERS...to Matt Schnall and Steve Rosenberg for being chosen as potential qualifiers for an International Physics Olympics to be held in London this summer.

CHEERS...to Michael Lee, for winning the Bausch and Lomb Science Award, presented annually to a junior who excels in science.

CHEERS...to the Chess Club, for defeating Orange, 3-1-1, on Apr. 10.

CHEERS...to the softball team for their 17-1 victory over Cleveland Heights.

CHEERS...to the boys' tennis team, for defeating Cleveland Heights, 4-1, on Apr. 7.

CHEERS...to everyone who participated in New Stages V. It was a tremendous success, with all five performances sold out.

CHEERS...to Marty Levine, for making the All-LEL Wrestling team.

CHEERS...to Michael Galvin, junior, and Alison Little, senior, for qualifying for nationals in Student Congress.

Jeers

JEERS...to the Shaker Heights Board of Education for having to put a levy on the next ballot.

JEERS...to the Shaker Heights City Council for having to cut approximately \$20,000 from the recreation board's budget.

JEERS...to Shaker students who put trash on the residential lawns surrounding the high school.

CRIME IN THE CLASSROOM

Theft in school...

Who is concerned?

by Sara Levine

"It's a continual problem," says principal C. A. Zimmerman. "It's not new, and it's not just in this high school. But do I see it as a major concern? At this point, I would have to say 'no'."

What is our principal talking about? Theft in school. According to a recent Shakerite survey of 325 students, 59 per cent have had belongings stolen. About 56 per cent of the students reported the crimes, and only 8.4 per cent had stolen items returned.

"My purse was stolen this year," says one sophomore. "I did report it, but I don't think anyone did anything about it."

What is supposed to happen when a student reports a theft?

Annette Sankey, who works in the attendance office, hands out Lost-Stolen Property Reports to students.

"If it's something little, like someone's pants get ripped off, I make copies of the report and give them to security," she says. "Then I file it in the filing cabinet."

The security people in the building say their main responsibility is to assist the school administration in maintaining an environment suitable for students who want to get an education. If they discover a student with stolen merchandise, they inform the unit principals.

"We're not hiding ourselves in lockers and peeking out, waiting for someone to steal something," says police officer Matthew Tompkins.

"We perform a security function," officer Dave Chipps says. "We try to keep the hallways clear of people and

"We're not hiding in lockers and peeking out waiting for someone to steal something."

the noise level down."

"As far as crime fighting and law enforcement, these are things we do primarily because of opportunity," Tompkins says. "We deal with crime secondarily."

Tompkins says the unit principals are in charge of disciplining students associated with theft.

Eleventh grade Unit Principal William Trost says, "As assistant principals, we may or may not ever see a report, depending on the degree of the trauma."

"If anyone is found in possession of stolen merchandise, our policy is to suspend that student. We recommend expulsion if we can establish that the merchandise was stolen by that person."

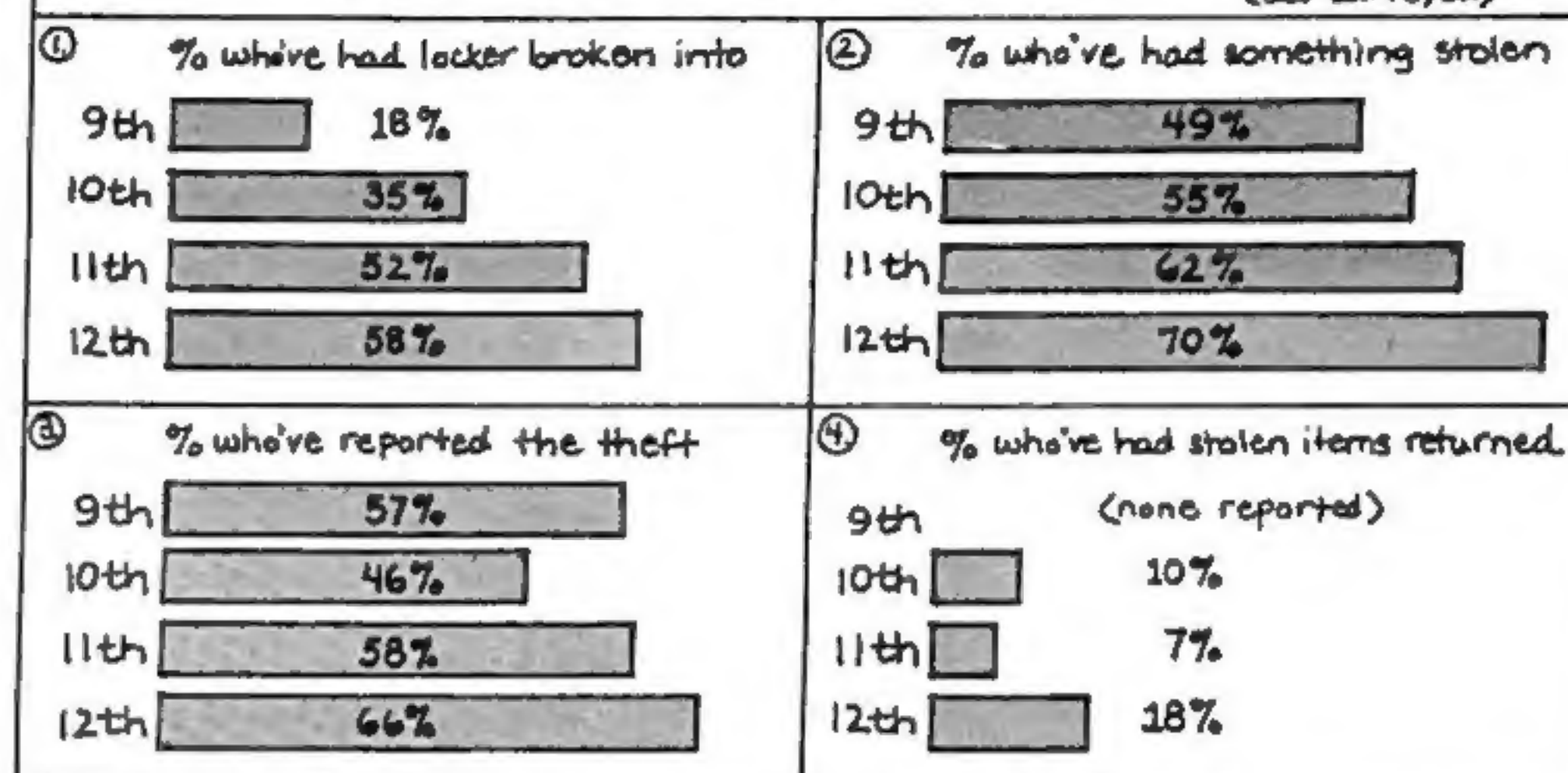
According to Zimmerman, theft is not "running rampant and is not uncontrolled." However, he suggests that there is a way to eliminate theft.

"We could have a closed lunch hour," he says, "and have absolutely no traffic in the halls. We could basically say students don't have freedom to do as they choose in a building of this size."

He adds, "I guess I have to run the risk and say I don't want an institution like that. I want you to be able to do as you wish within the institution itself."

- CRIME AS IT AFFECTS SHAKER STUDENTS -

(325 surveyed)



Crime: what active participants say

by Kevin Khayat

Drinking and smoking marijuana are the crimes most often committed by Shaker students while in school, and there is little fear of being caught, according to two students who called themselves "daily participants."

The two students, whose names are confidential, said that they often cut classes to drink or get high and always act with at least one other person. There's definitely peer pressure to leave cause no one wants to get buzzed by himself.

"Also, if you're in a group and someone in the crowd says, 'Maybe we shouldn't do this, everyone else says, 'Go home to mommy.'"

The pair estimated that at least 10 per cent of the student body, or 200 students, are actively involved in some type of crime on school grounds every day.

One student attributed the high level of involvement to impatience. "A lot of kids are impatient. I can't wait for Friday nights and for things to happen after school."

But another key factor seems to be the apparent ease of committing crime with little or no fear of punishment. "All you need to do is stay alert, and maybe some Vaseline for your eyes and change your breath," said one student.

"When I'm buzzed in school I don't care what any teacher says or anything else. I just want to have my fun," commented another.

Asked about the security guards and what threat they might pose to "fun," one student said outright, "They suck. All they're good for is making sure people are out of the hallways and taking people's cigarettes."

The other student admitted some difficulty with security by saying, "They (the guards) bother me, but I dodge 'em. They're not efficient, but they're better than nothing."

Both agreed that the drug sales, of varying types and magnitudes, go on easily and without interference from the guards.

Crimes such as vandalism and theft are more or less left for the weekends off school grounds or in some cases have been abandoned all together, according to the sources.

One of the students went so far as to say that vandalism is "no fun at all. That's ignorant. That's getting in trouble

"Fingers get pointed at blacks first because of the stereotype that all blacks are crooks. But it's really only a few."

for nothing."

Stealing and locker break-ins are apparently not as much fun as in junior high. "They lock the locker room door here (at the high school), but at Byron we broke in every day."

On weekends, crimes may include shoplifting and auto theft, they said.

The two, both underclassmen, believe that kids eventually grow out of crimes like theft. "We've already kinda grown out of it, except for the smoking and drinking—that'll always be there."

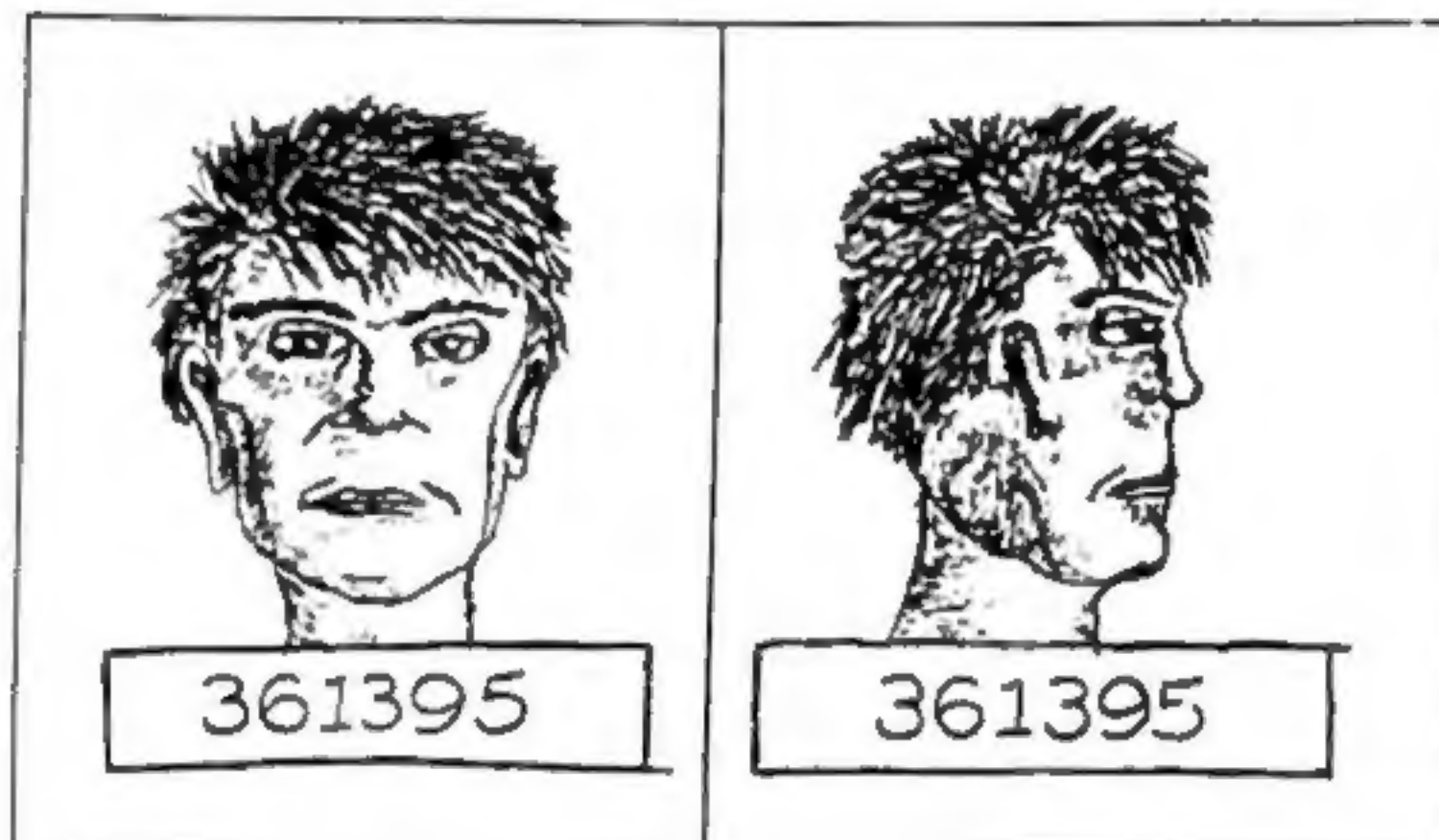
When asked to describe the scene from a different angle, the two agreed that blacks commit more crimes than whites. "White kids care more about getting stoned and sex, whereas a black kid might wonder what he can steal."

They also find that a majority of crime victims tend to be white. One student called the following scenario typical: "You'll be friends with a white guy in school and stuff, but then you'll see him at a party or on the weekend and just rip him. You steal, or whatever."

The pair was quick to point out, however, that stereotypes are not fair. "Fingers get pointed at blacks first because of the stereotype that all blacks are crooks. But it's really only a few."

In terms of what crimes can be committed at the high school, they offered to use their imaginations. "You can do anything you want to do. I've smoked cigarettes in in-school suspension. People have gotten keys to the school before."

Basically, the rule of thumb among "daily participants" is "Anything, anytime, and anywhere in the school with few limitations."



Library theft affects us all

by Renee Romano

Shaker is a school which is well-known for its academic reputation, yet one of the school's most valuable resources is being crippled by crime. The school library is currently operating at a deficit because of an enormous amount of library theft, or students simply walking off with the library's materials.

According to Larry Rakow, the school's head librarian, library theft is an ongoing problem, with its level being "just unacceptable." The problem is now more clearly focused, because the library is doing inventory; however, the amount of theft is still "difficult to assess," with approximately five to 10 per cent of the collection being lost each year.

Library theft is a theft of convenience. Instead of waiting in lines to check books out, students simply walk out with them. Most students plan to return the materials, but then forget or lose them.

"If I thought this was malicious in nature, I would hand in my resignation," stated Rakow. "It's theft of convenience, not malicious theft."

The problem is not confined to only our school library. Actually, medical and legal libraries have been hit hardest with theft across the country. Students need materials for a great deal of time, and they simply decide to return them when they are done using them, and then forget.

Most of the books stolen are reference materials, which cost an

average of \$75 a book.

"We lose very few magazines and newspapers," states Rakow. New magazines issues are now kept behind the desk, because some magazines would last less than a day out on the floor.

Library theft is a problem which affects all students because, as Rakow says, "every theft hurts us as a functional library." To deal with the problem, the school is considering installing an electronic security system into the library, which would tag books like clothes. The passive system would make students think before they walked out with books.

"I refuse to run a Gestapo library," says Rakow. "We're not dealing with a school full of thieves here."

However, the loss of books is now so severe that the number of volumes in the library cannot be increased. Money that would be spent on new volumes is now being spent on replacement volumes.

The problem has become more acute because the library is well-used, being packed with students nearly every period.

Library theft is not confined to a small group of students who could be classified as thieves or criminals, but rather is widespread among the entire student body.

Even those students who don't steal books will be affected next year by the electronic tagging system, and the school will be affected by the cost.



New Stages excites

by LaMoyne Porter

"A delightful and glorious production, radiating the experience and expertise that we have come to expect from the Shaker Heights Theatre Department." - Eugene Scum, film critic of the Daily Planet.

"New Stages is a production that is written, performed, produced, and teched by Shaker students. Ten new works were presented this year and all were of professional quality."

"In my mind, there are three plays deserving special commentary."

"Take it away, Eugene, it's my turn to milk the cows."

"Not an Actress," written by Julie Kleinman and directed by Sarah Bell, was a stream of consciousness type of production that Faulkner or Joyce would have appreciated. The play dealt with the experiences of five people and the interrelated quality of each. The life of one person flowed into the life of the next with key words and phrases tying the five together."

"Not an Actress" reminded me of the basic teenage anxiety plot where the adolescent is in turmoil and cries out for help. It's a sort of 'please help me before I do something drastic with my food processor and my dog' concept. The stream of consciousness approach to the play was impressive

and shows an extraordinary amount of talent on the part of Julie Kleinman, but the creativity of the play conflicted with gaining an understanding of the total concept."

"Assorted Cuts of Meat" was a hilarious play directed by Michael Polsinelli and written by the comic genius, David Wain. This production was definitely the most humorous of the ten works and had the entire house laughing on at least ten different occasions. As the name suggests, the play centered around the humorous banter of a man and woman on different subjects."

"Assorted Cuts of Meat" reminded me of the dialogues of 'Moonlighting,' 'Family Ties,' and assorted commercials rolled into one. The present script writers of these productions will have trouble reckoning with David Wain if he decided to enter the script writing field. In fact, I bet that Susan Borowitz, the writer for 'Family Ties,' calls Wain for advice. Again, I would like to point out that there was no central idea to the play, but it was also a type of stream of consciousness approach."

"In my opinion, 'One Way or Round Trip' represented the best



HURAWITZ New Stages cast rehearses for continuing expertise.

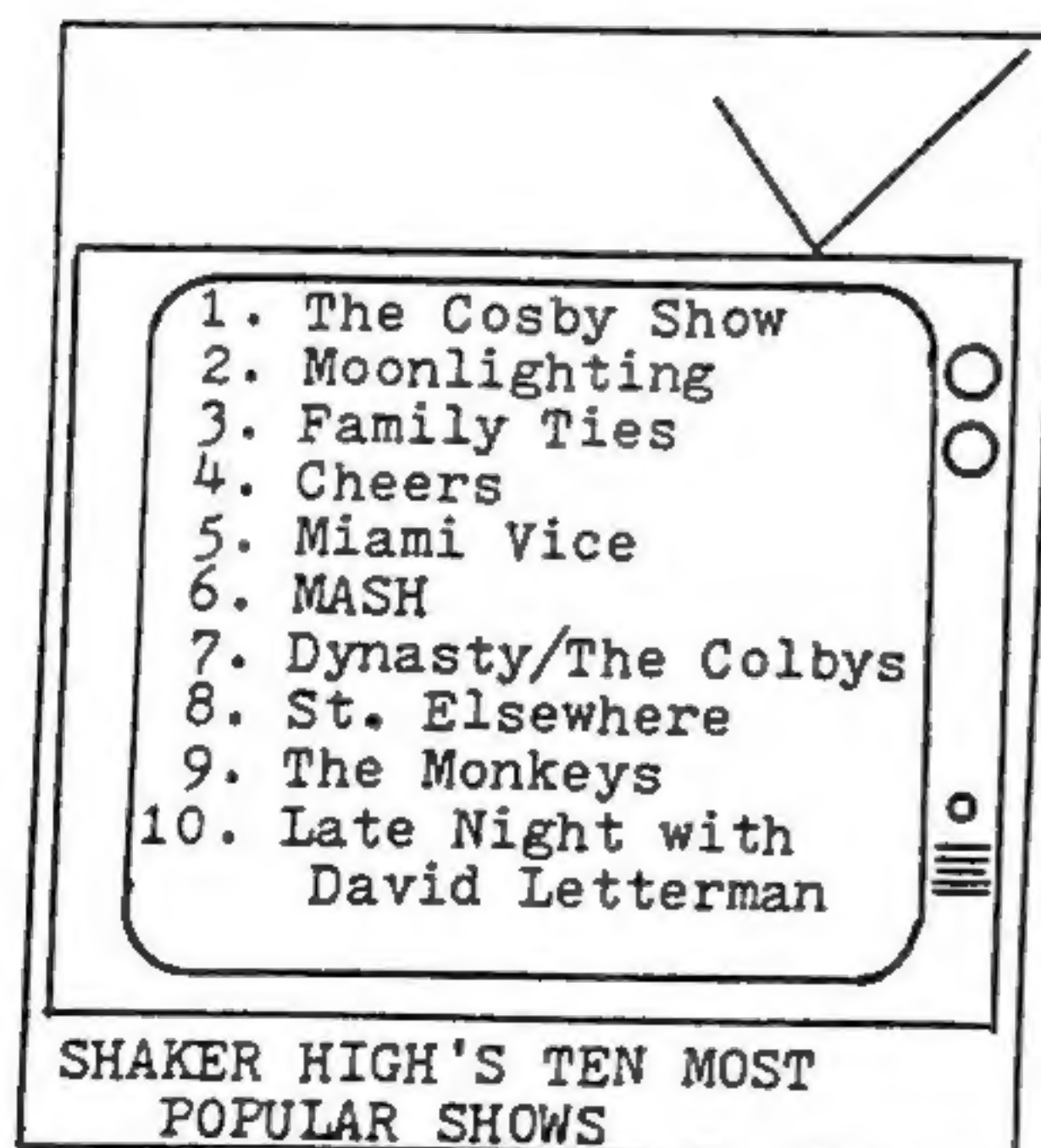
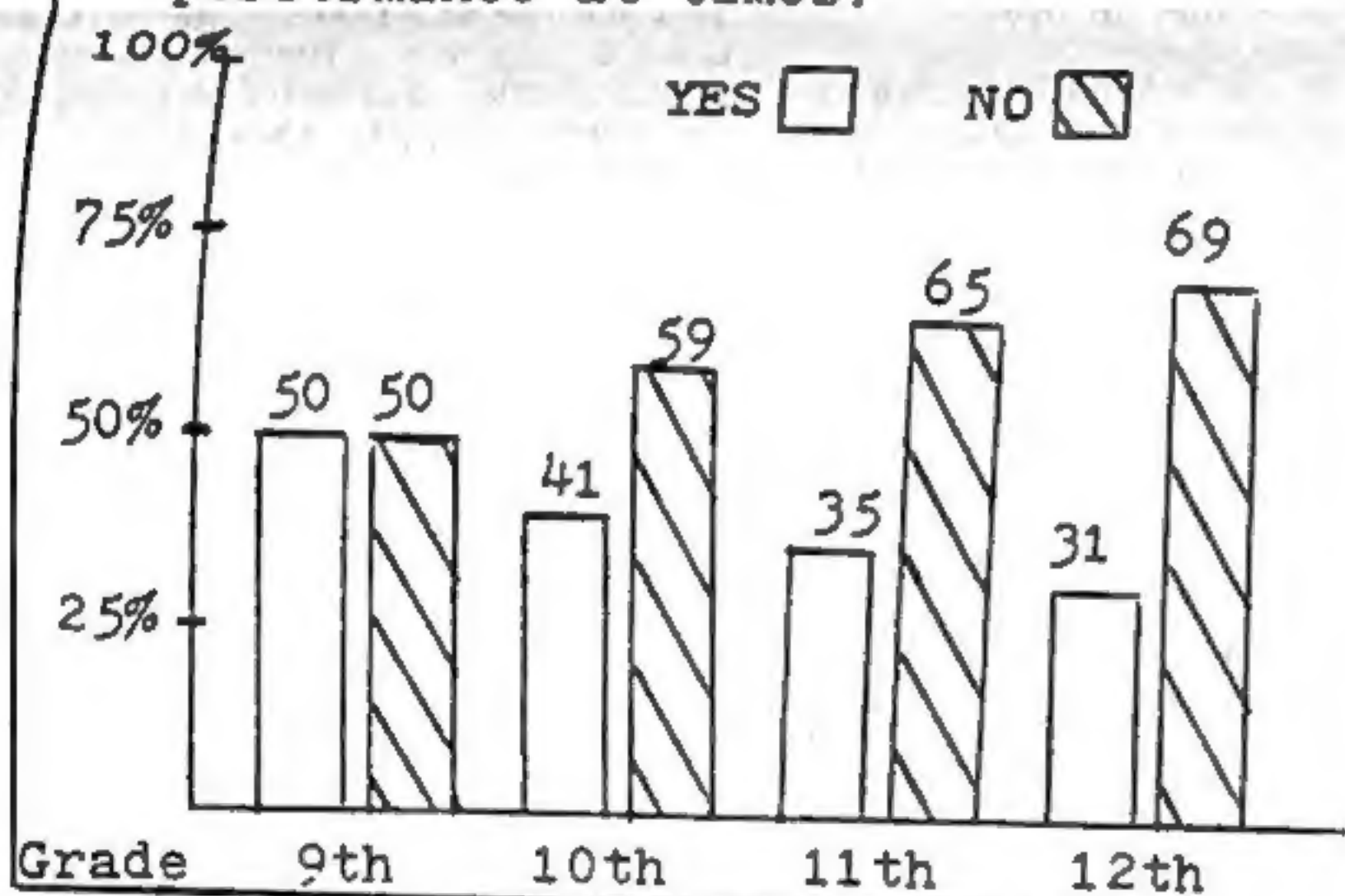
combination of creativity and central concept. The play had a definite plot and was humorous in the integration of ideas. 'One Way' was written by Renee Romano and directed by Kim Campbell-Holland. This production looked at the funny side of the fear of flying."

"As a final note, the main emphasis of most of the plays seemed to be on creativity and the majority shied away from strong plot lines and central ideas. Perhaps this is the

correct way to implement ten works into such a short time, but in the future I think the Theatre Dept. should concentrate on creativity and strong plot lines."

"Overall, New Stages was an enjoyable experience for Eugene, myself and hopefully for all those who attended. Special congratulations goes out to technical director Brian Taylor and Rehearsal Supervisor Norma Joseph for their special efforts to make New Stages a success."

Q: Do you think watching TV has significantly affected your academic performance at times?



Pete's Poll

by Peter Routman

It's Thursday. Right? You're glued to the TV set. There's homework to do, but another half hour couldn't hurt. Or could it?

It was close, but if students were faced with the choice of studying for a test or watching their favorite show, 48 per cent said they would choose to watch the show. It's a good bet that the show would be "The Cosby Show", which simply rolled over all other shows in popularity, receiving over four times as many votes as "Moonlighting," the runner-up. For the afternoon watchers, the most popular daytime soap was "General Hospital."

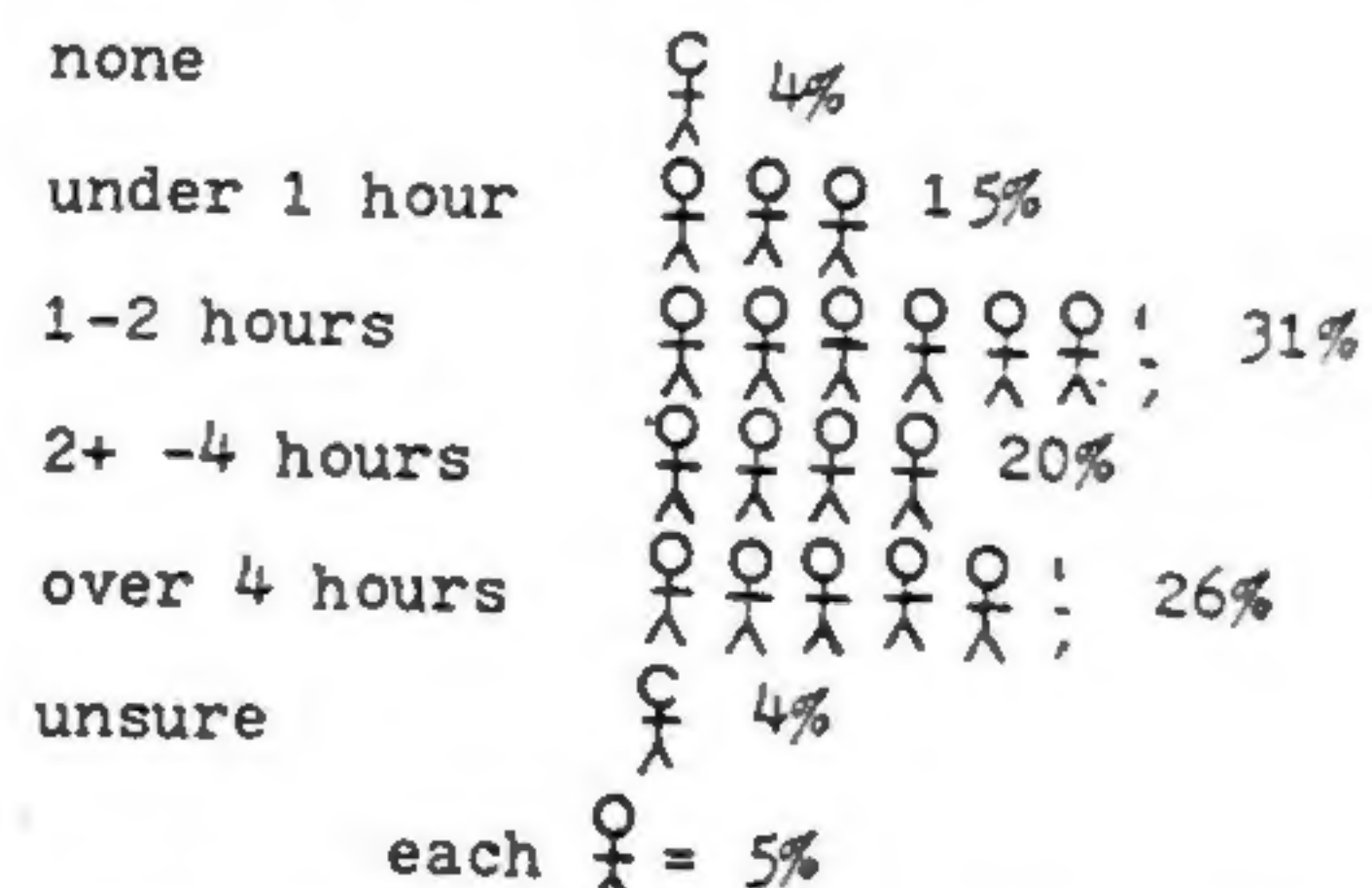
Of those students who watch TV on weekdays (15 per cent do not), most said they turn on the set after they have finished only a part of their homework. Just five per cent said they would watch TV only after all of their homework was done. Students

who said they watch on the weekend averaged two hours more per weekend day than during the school week.

NBC continues to corner the prime time market, producing six out of the top ten programs. Their successive lineup of "The Cosby Show", "Family Ties", and "Cheers" makes Thursday night the most popular with students. Other popular programs that made the top ten by individual grade but not overall included "MacGyver", "Thundercats", "The Twilight Zone", "Knots Landing", and "Who's the Boss?" "The Monkeys," a show based on the rock group by the same name and aired by MTV, was the only cable program to make the top ten.

The poll was conducted Apr. 14 in random homerooms from all grades. Out of 286 distributed, 225 were returned.

AMOUNT OF TV WATCHED PER DAY, MON.-FRI. (Grades 9-12)



Experience Maass culture

by Laurie Friedman

Few here at Shaker Heights High School have such diverse cultural ties as those of Spanish and French teacher Christine Maass. She is a native of France, with French and Spanish parents. She attended her first American school in Egypt at the age of five and now makes her home in Cleveland with her Mexican husband.

Maass' father is a doctor for the United Nations, so she and her family moved frequently when she was growing up. They lived in Washington, D.C., when she was between the ages of 11 and 14, but her command of English declined because she was out of practice for several years.

Maass educated herself for work in translation or public relations in Lyons, France. Teaching is relatively new to Maass, but she is really enjoying it.

"I like the languages I'm teaching," says Maass, "and I find

it extraordinary to be given an opportunity to share my knowledge with the kids. Our cultures are so different, and I can bring them knowledge without being pretentious."

The difference in cultures excites Maass, but there are some aspects of the American lifestyle that she rejects in order to retain her European bonds: For instance, she still cooks French meals at home, refusing to eat at a McDonald's.

When it comes to fashion, "The Europeans have more taste," says Maass, "There isn't a lot that I like about American fashion." The clothing stores I find myself enjoying the most are the European-based stores such as Bennetton.

Maass finds Cleveland interesting and has a great appreciation for it. She is a volunteer for the Seamen's Service, an organization that welcomes ships from around the country and the world. She has been spending time getting to know

Cleveland because this summer she will be leading tours around the city. Maass now feels that she may know Cleveland better than people who have lived here their entire lives.

There is a lot of America that is foreign to Maass. She would most enjoy visiting California, Arizona, Yellowstone National Park and the Grand Canyon. These are the sites she considers the "American" places to see.

Maass plans for her stay in America to be about five years. In that time she wants to become an even better teacher. This achievement would be confirmed in her mind if she could acquire tenure. Until then she will keep up the extraordinary job of being able to learn and teach at the same time.



HURAWITZ

Maass learns and teaches.

Hoskins gives advice

by Grace DeJesus and Amy Hanson

Picture a farm in Ravenna, Ohio. Horses, Cows, Hogs, Corn fields. Mark Hoskins. This biology teacher spent his childhood in this setting 35 miles southeast of Cleveland.

Hoskins developed his interest in the sciences by plowing fields, milking cows, and delivering colts. Being around animals and watching their behavior prompted his decision to pursue a career in biology.

Hoskins attended Crestwood High School in Ravenna, Ohio. Continuing

his education at Hiram College, his goal was to pursue medicine or law; however, the demands of football prevented him from acquiring the background he considered necessary either of these professions.

Explaining his decision to become a teacher, "I liked college life," Hoskins says, "and I wanted to remain involved in a learning atmosphere."

Hoskins believes that a teacher should be fair and objective toward his pupils. While teaching, he places himself in a student's position and imagines how he, himself, would like to be taught.

"I like college life and I wanted to remain in a learning atmosphere."

Hoskins prides himself on being not only a knowledgeable teacher, but a good listener for Shaker students. He feels he provides a non-judgmental environment in which students feel free to share their feelings and problems. At one time, he considered becoming a counselor because of his rapport with students.

Hoskins still lives in a rural setting in Painesville, and, yes, it is true that he does not own a phone. He gives a humorous explanation for this choice.

"The way I see it," Hoskins says, "a phone would cost about fifteen bottles of suntan lotion, two pairs of running shoes, and four or five good rock concerts."



by Todd Wiggins

My friend blundered into the room angrily, slamming his books on a table and pulling his hair. "Let me tell you, I'm angry," declared he. "I've never been so angry in my life."

"Why, what's wrong?" "What's wrong?" he raged, grabbing my lapels and shaking me like milk. "What's wrong, you ask? The concert's off!"

"What concert?" "The Shaker Live-Aid concert," he snapped. "Remember when I asked your band if they'd play a few hours with other Shaker bands to raise money for inner city hunger?"

"Why," unquestioningly. "Well, it's off. They won't let us use the stadium."

"Too bad." "Aren't you angry?" "Of course. But I'm not surprised. There've been no concerts at Shaker for years. So why start now, even to save the starving?"

"The administration says that the last concert, the Haven-Attic affair of 1982, was too violent. Too many beer bottles in the auditorium."

"Typical bureaucratic hogwash." "You really think so?"

"Of course. There have been football games in our stadium every year since I can remember. Crowd control never seems to be a factor there. But who knows? Music is a dangerous thing. Some people even enjoy it."

"So what are you trying to get at?" "What I'm saying is this. The bureaucracy, affectionately called the administration, doesn't want another riot. But if we carefully monitor everyone who enters, and employ a few police officers and a few volunteer security guards, there shouldn't be much harm."

"Exactly. But I've been told that they'd need the entire Shaker police force!"

"I think they're overrating Shaker bands."

"Come on, be serious." "I've yet to see the entire Shaker police force at a football game, unless there's only two or three working full-time. So that makes no sense. A quiet afternoon of music shouldn't incite a crowd any more than a football game."

"But will the administration see it that way?"

"Maybe. Maybe not. I don't know any administrators personally. I don't even know much about the superintendent, except that we never miss school on account of blizzards. Ah, such fascism."

"Well, we might as well try it..."

"Sure. Sit down and negotiate. I think the administration will be able to see that three policemen and perhaps six security guards should do the trick. Think of the theatre productions. They don't require more than a renegade, token bastion of our law."

"What's more, this is all for a good cause! Just think! All proceeds will be donated to fight inner city hunger!"

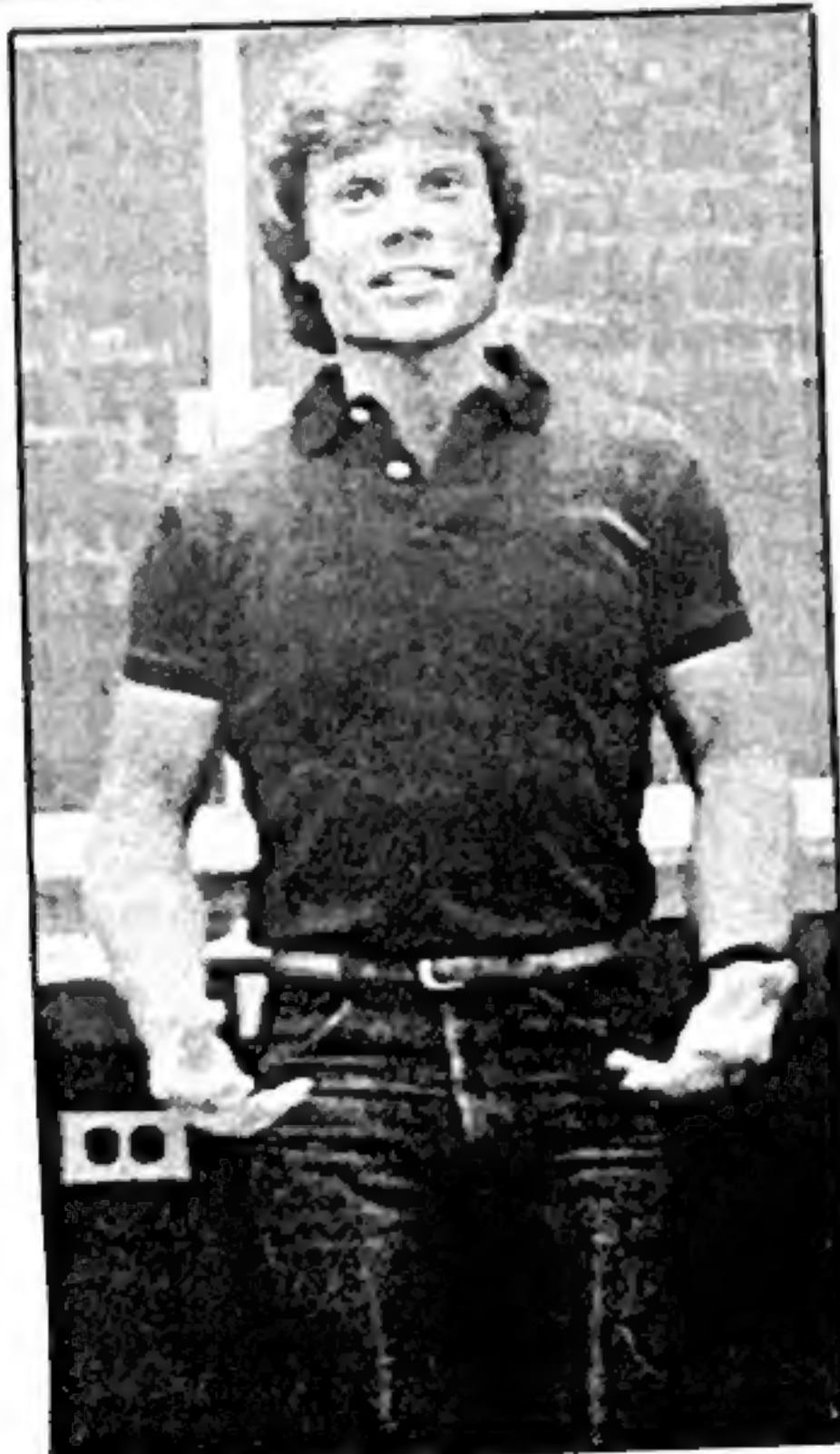
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"Scissors?"

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Hoskins explains the subject with clarity.

Scoreboard

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SHAKER 4	Brush 1
Hudson 4	SHAKER 1
Columbus Acad. 4	SHAKER 1
SHAKER 4	Cleve. Hts. 1
SHAKER 5	Shaw 0

BASEBALL

Brush 7	SHAKER 1
SHAKER 12	Bedford 1
Mentor 7	SHAKER 2
Chapel 9	SHAKER 4
Cleve. Hts. 6	SHAKER 5

BOY'S TRACK

SHAKER 101	Garfield Hts. 31
SHAKER 127	St. Joseph 12
SHAKER 90	Cleve. Hts. 42

GIRL'S TRACK

SHAKER 88	Toledo South 78
	Lincoln West 58
	East Tech 11
Beaumont 90	SHAKER 49
	Regina 11
Cleve. Hts. 76	SHAKER 50

SOFTBALL

SHAKER 13	Valley Forge 5
SHAKER 17	Cleve. Hts. 2

Softball '86: A balanced attack

by Peter Nagusky

"There is no doubt they have one of the finest teams in the area," stated Amy Stormer, Cleveland Heights second baseman, of Shaker's softball team.

With a balance of upperclass leadership and underclass enthusiasm, the softball team has developed the unity necessary to win the LEL title.

In their debut on Apr. 7, the team gave a sampling of what their opponents will have to contend with. After the dust of the Woodbury field had cleared, Shaker had clinched a 13-5 victory over the Valley Forge Patriots.

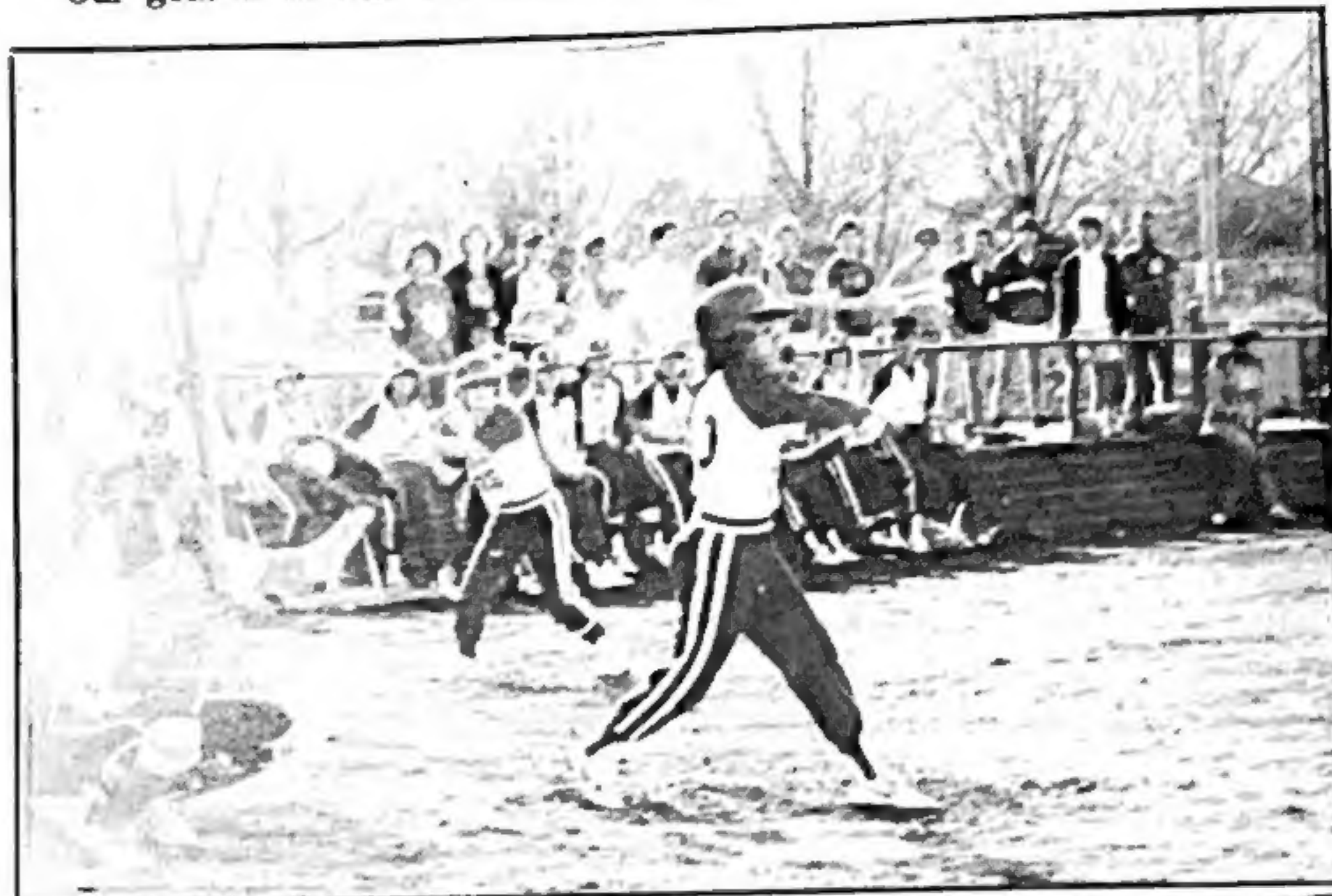
A week after their opener, the Raiders defeated the Cleveland Heights Tigers 17-2. They stormed to victory with a blend of explosiveness at the plate and uncanny accuracy in the field.

The team is coached by Ernie Welsch, who stresses teamwork instead of individuality. He has been described as "a great teacher with incredible dedication."

Only one obstacle stands in the way of the team.

"Our goal is to win the LEL. We

can't do that unless we get past Lakewood. That will be our biggest game," said Kris Peterjohn.



Sophomore Kim Boyce takes a rip, captivating the "standing room only" crowd.

Slawson's troop volleys opposition

by Jon Salkin

Under the guidance of Coach Alan Slawson, first singles Pep Llinas feels that, "We will take the L.E.L. title again this year, as we just beat Heights, our toughest competition."

This year's varsity tennis squad is a conglomerate of both veterans and rookies, sophomores and seniors. The team is three and two after winning important league matches with Heights, Brush, and Shaw, and losing in close matches to Hudson and Columbus Academy.

At an impressive five and zero, Llinas is followed by Paul Davis at second singles, Todd Stevens at third singles, the potent duo of Joe Hungate and Sean Sawyer at first doubles, and two teams alternating at second doubles. They are Skillern-Kelman

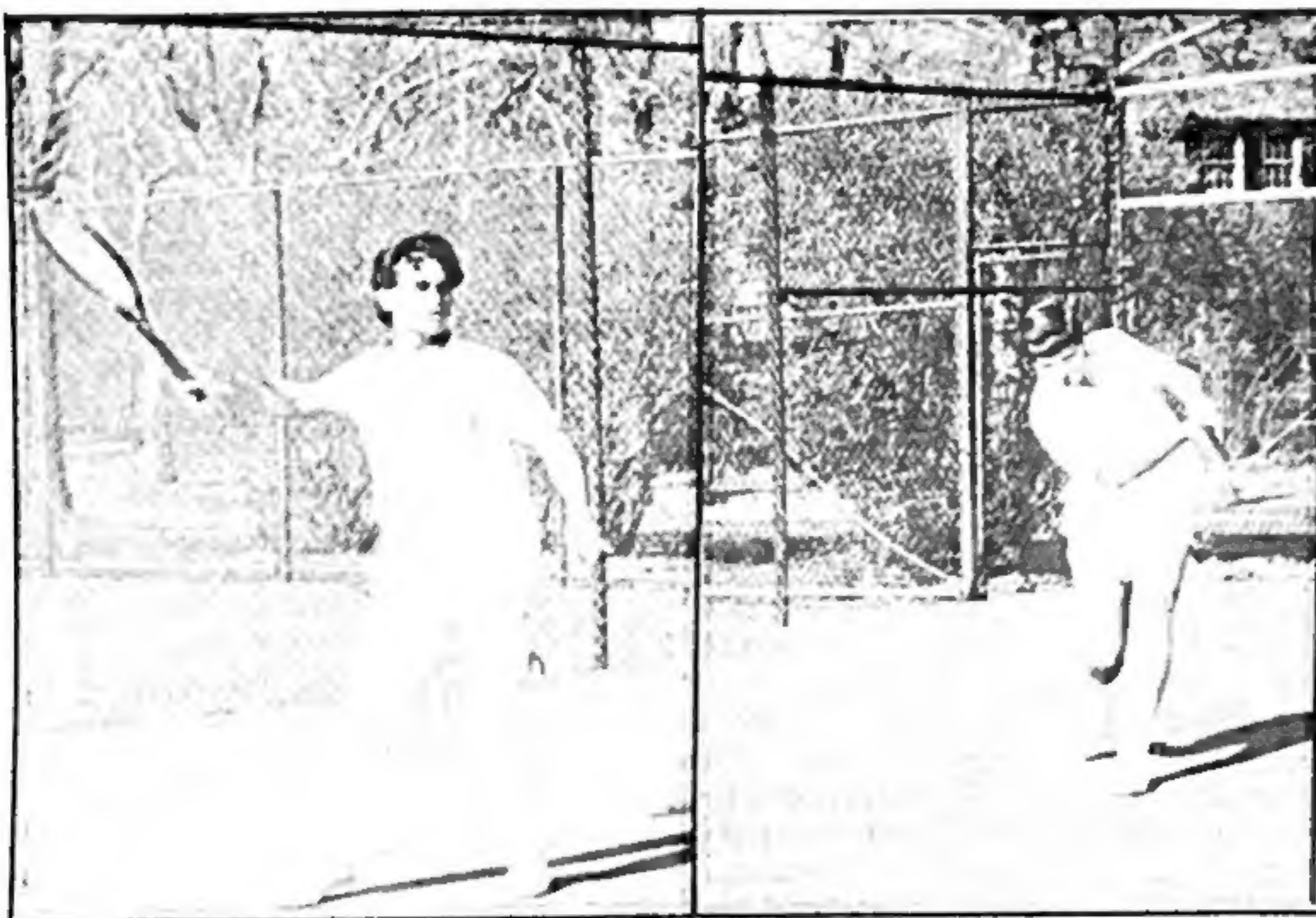
(who was out, due to a knee injury), and Kelsen-Sampliner.

Though Llinas feels that, "the whole team is unpredictable; everyone is talented," he indicates that, "we could be a really strong team if J.V. and Varsity would work out for the entire year."

Looking toward state's, it appears that there will be two representatives from Shaker, Llinas and the combination of Hungate and Davis. Llinas hopes to be seeded among the top three.

Spirit and team unity seem to play an important role in the success of the tennis team.

Llinas puts it best when he says, "Spirit will give us the edge. Spirit will take us further than perhaps our talent might dictate."



Two Raiders show their classic form.

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Back on track

by Martin Blackwell

The boys' and girls' track teams, after respective second and third place finishes in the Lake Erie League last year, return with many strong senior and junior runners from last year's squads.

The gentlemen finished 6-1 in the league last year, just behind Cleveland Heights. Head Coach Charles Richards and Assistant Coach Rod McLeod have a 60 man roster this year, led by five seniors who have previously made state competition. This group consists of the two captains, Cornel Penland and Brian Leonard, and J.C. Collins, Curtis Owens and Keith Bremer.

"We have a majority of our team returning from last season. Our seniors are very strong; we count on them for a lot of our points," says Richards.

Senior Penland, a member of the 4x100 relay team said, "The LEL championship is within our reach. After our strong performance against Garfield Heights, I am very confident. Mainly, though, I'm looking forward to state's, after being there the last two years."

The remainder of the season challenges the team with 15 meets in a

little over a month, including district's and state's, and also the Mansfield, Sandusky, Bay, and Bellaire Relays.

Under the coaching of Henry Woodard and assistants Jill Allen and Trudy Jarvie, the lady tracksters are trying to improve on last year's 4-3 dual meet record in the LEL.

The two seniors on the squad, Cheryl Mackey and Katie Samsot, are also the captains on this year's team.

"They are both excellent at the half, one, and two miles and they really boost our relay teams, which are already running faster than last year," says Woodard of these two.

The girls won their first meet over Toledo Scott, East Tech, and Lincoln West, and finished second to Beaumont in their second meet.

"We have the talent to challenge, if we stay healthy. The back to back meets with Heights and Shaw are extremely important; they are both always tough to beat," says junior Charlotte Anderson.

Junior Karna Williams, a 300 meter hurdles, long jump and relay specialist, has a chance to go to Salzburg, Austria, as a member of an American contingent of runners later this year.



Raider Lisa Smith finishes strong down the stretch.

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Traditional Heights/Shaker rivalry overplayed

Shaker's view

by Kevin Khayat

Other than physical differences like school colors, the number of people, and the buildings themselves, there are only a handful of differences between Shaker Heights and Cleveland Heights high schools.

Heights High is set in a more commercial setting, surrounded by residences on one side and the Cedar-Lee intersection on the other. Many students take advantage of the easy access to places such as Wendy's and MacDonald's before and after school, whereas Shaker students usually patronize similar places during lunch periods.

In terms of being in school, Shaker students might find a more serious crowding problem at Heights, which, like Shaker, established a four-year high school last September. Heights has approximately 2750 students as compared to Shaker's 2000.

The Heights curriculum boasts far more extensive vocational education opportunities, though these programs — auto mechanics, dentistry, and others — are available to Shaker students.

Heights' leveling system is set up differently and without weighted grades. "Standard" and "expanded" classes together make up Shaker's level 2, 3, and some 4 classes. The Academically Gifted and Talented (AG & T) program is similar to levels 4 and 5. Heights is planning to implement an Advanced Placement program by fall, 1987.

Heights also has an equivalent to Shaker's School Within a School, called the CLEAR Alternative. About twice as many Heights students participate than at Shaker.

Unlike the Tutoring Center which is open after school, Heights has "achievement centers" available to students during the school day. There are four centers, one each for English, math, science, and social studies.

Probably the greatest difference between the two schools is the closed campus policy Heights instituted last fall. Each student is required to be at school from 8:30 to 2:45 regardless of how many classes are taken. The move to close campus was made to deal with the excessive rate of

truancy and failures. Both problems have decreased tremendously as a result of the policy, according to Assistant to the Principal Francis X. Walter.

Walter did admit to side effects of the policy such as greatly increased amounts of litter and graffiti. He also said fighting in the school has increased, especially among black males.

Students at both schools see the rivalry as something basically restricted to the schools themselves and their teams, rather than the individual people.

Heights senior Josh Spiegel commented, "It doesn't really matter if you go to Shaker, but I think we still get away with more, even with all the new rules."

Ken George, a senior at Shaker, feels that "relations have definitely improved in the past few years. As far as sports go, the rivalry brings out the best in both sides. Off the field, there is limited interaction but it's usually positive."

There is little doubt the rivalry will continue. At present, however, it seems based more on the similarities between the schools than the differences, which are few.

Heights' view

by Amy Stormer

The Heights-Shaker rivalry, one which has lasted for decades, is considered overrated by students and administrators from both schools. Four Heights students found after a recent visit to Shaker that the differences between the two schools are not so great, but that Shaker is a smaller version of Heights with greater freedoms that accompany a smaller school.

Similar to Heights, the ninth grade was annexed to the high school this year, raising the population to 2,000 from 1,450. Shaker kept their open campus policy, and according to Nancy Johnson, head of security, the number of cuts is up, due to the freshmen's desires to keep up with the seniors. Cutting classes is down at Heights, due to the closing of campus and added security, according to Heights administrators.

Shaker has tracked classes, as does Heights; the levels two, three and

four are equivalent to the standard and expanded classes at Heights. Level five at Shaker (advanced placement) is the same as the Gifted and Talented program at Heights. For every level four class taken at Shaker, .5 is added to the grade point average. Level five classes add a whole point. Shaker does not have a National Honor Society, but does have a Scholastic Honor Key for those with a grade point average of 3.5 and above and a Principal Merit Award for 3.0-3.49. The class periods are 50 minutes, eight minutes longer than at Heights, and there are no lab periods, meaning there are only five periods of science a week, compared to Heights' seven. Shaker also has a system known as the "Flex Program," where, in each class there is one night a week when no homework is given, to insure steady homework loads.

Fighting at Shaker usually results in a five day out of school and a five day in school suspension, depending on the judgement of the unit principal, as opposed to the Heights policy of emergency removal, where students are sent home directly following a

fight, without a suspension hearing. According to George Nichols, patrolman, Shakers' biggest problem is keeping non-students off the campus, a problem Heights does not have due to its closed campus policy. Also, the hall monitors at Shaker are plainclothes policemen, who are authorized to carry weapons if necessary.

The Pride Program and Chemically Aware Teens of Shaker (CATS) are somewhat equivalent, however CATS does not provide a support group for recovering addicts and is not counted for class credit. In addition to this Shaker students are not permitted to smoke on or around the campus.

Both students at Heights and Shaker feel the rivalry between the two schools is unnecessary. Shaker senior, Phalon Bass stated, "There is no reason for rivalry to continue. Two schools that are so close together and relate should have nothing to fight about."

Heights junior, Sarah McFarlane feels, "That the reason for the rivalry is because we're so similar, but it doesn't have to continue."



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